لمجلة المغربية للبحث في العلوم الإنسانية والاجتماعية
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Moroccan Journal for Research in the Humanities and Social Sciences
Volume 04 Numéro 02 (Décembre 2025) pp. 262-277
https://doi.org/10.34874/PRSM.mjrhss-vol4.iss2.60671

ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION: Master students' perceptions of AI use and its impact on learning effectiveness

L'INTELLIGENCE ARTIFICIELLE DANS L'ENSEIGNEMENT SUPÉRIEUR : Perceptions des étudiants de master concernant l'utilisation de l'IA et son impact sur l'efficacité de l'apprentissage

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Abstract

This study critically explores how artificial intelligence can enhance learning and time management for master's students in higher education. Drawing on previous research and students' perspectives, it examines current uses of AI tools such as adaptive learning platforms, chatbots, and writing assistants. The findings show that these tools can improve personalized learning, automate routine academic tasks, and provide timely support. However, their adoption raises ethical concerns, data security issues, and risks of overreliance that may weaken critical thinking. The study emphasizes that AI's effectiveness depends on proper user training, transparency, pedagogical integration, and clear institutional guidelines promoting responsible and ethical use.

Keywords: Artificial intelligence, Higher education, Time management, Student perception, Learning effectiveness, Educational technology

Abstraite

Cette étude analyse de manière critique la manière dont l'intelligence artificielle peut améliorer l'apprentissage et la gestion du temps des étudiants en master dans l'enseignement supérieur. S'appuyant sur des recherches antérieures et sur les points de vue des étudiants, elle examine les usages actuels des outils d'IA tels que les plateformes d'apprentissage adaptatif, les chatbots et les assistants à l'écriture. Les résultats montrent que ces outils peuvent renforcer la personnalisation des apprentissages, automatiser les tâches académiques routinières et offrir un soutien opportun. Toutefois, leur adoption soulève des enjeux éthiques, des préoccupations liées à la sécurité des données et des risques de dépendance excessive pouvant affaiblir l'esprit critique. L'étude souligne que l'efficacité de l'IA dépend d'une formation adéquate des utilisateurs, de la transparence, de son intégration pédagogique et de lignes directrices institutionnelles claires favorisant un usage responsable et éthique.

Mots-clés : Intelligence artificielle, Enseignement supérieur, Gestion du temps, Perception des étudiants, Efficacité de l'apprentissage, Technologies éducatives

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Introduction

Today, AI is becoming increasingly important in all aspects of our lives, including schools. The evolution of technology has led to the development of numerous AI tools to support student learning. In college, these tools are both beneficial and challenging. They help you do things faster, learn in a way that is more your own, and handle your study time better, which is super important for master's students who often have to juggle school and work. Many companies have developed AI-based learning content, such as Knewton and DreamBox. They provide lessons that adapt to your strengths, according to Djelti & Kouninef (2022). Other companies, such as Squirrel AI in China, use chatbots to guide users through the process, according to UNESCO (2024). Applications such as Grammarly or QuillBot help make writing easier by correcting grammar and spelling errors. Tools such as Forest and Todoist facilitate planning of work hours and time use, according to Finley (2023). The purpose of this research is to examine how AI content affects master's students' time use and learning outcomes. The research examines how students actually use these tools, what they think about them, and the problems they encounter by closely examining them and seeking to understand them. Although students use these technologies extensively in school, few studies have examined them closely. The goal is to fix this gap by pointing out what students think is good about them, and the dangers too, like getting too attached to the tools, the contents getting boring, or not really knowing how to use them right, Wang et al said (2024), as did Heiser & Romero, in 2023. This study is both exploratory and critical. It helps to see how AI can help or hurt learning in college. How do AI tools affect master's students' time allocation, learning, and school life?

Objectives

• To examine how Master's students use AI-based tools (such as adaptive learning platforms, writing assistants, or time management applications) in their studies.

• To identify the perceived benefits of these technologies in terms of learning efficiency, time savings, academic support, and cognitive load reduction.

• To analyze the limitations, concerns, and obstacles associated with integrating AI into learning practices: technological dependency,

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impoverished content, lack of training, or ethical issues related to data confidentiality.

Related Literature

Artificial intelligence is truly one of the most significant problems of this century. You need to understand its capabilities and recognize its limits so that you can use it correctly. The learning component is challenging and context-dependent, so the ability to adapt and exercise caution is essential to its practical use. Artificial intelligence is a scientific field concerned with developing systems capable of performing tasks similar to those of the human brain. These computer systems can perform tasks that are similar to those performed by humans or tasks unique to humans. An AI application can analyze data, learn new concepts, reason effectively, understand complex problems, apply logic, retain information, make decisions, and distinguish among concepts. This common conception of artificial intelligence conceals many distinct aspects of the technology. Alan Turing is one of the key figures in the development of this concept of artificial intelligence (Margarida Romero, Laurent Heiser, Alexandre Lepage, 2023). The reason is that he became one of the first people in computer science by laying the foundation for the Turing machine and for calculating in a paper he wrote in 1937. In 1950, he asked whether machines could be intelligent and proposed the Turing test. The Turing test is used to evaluate whether something is artificially intelligent. The test involves a person interacting with a machine. The person watching knows that one of them is a machine, but they do not know which one. If the observer cannot determine which machine is the target within 5 minutes, the machine passes the test and is considered artificially intelligent. The test demonstrates the full range of cognitive tasks that intelligent machines can perform effectively. In 1952, Alan Turing proposed a new version of the test in which a panel of judges questions the machine. In this test, the machine is configured to elicit judgments that it is a person (Bastien, L., 2024). The test was reasonably practical, but in 1980, John Searle questioned its adequacy as a criterion for intelligence. Hugh Loebner established the Loebner Prize in 1991; it is awarded to the artificial intelligence that performs best on the Turing test.

In his two writings, Alan Turing laid the groundwork for what we now call computer science and, later, artificial intelligence. The Turing machine, a theoretical model for universal computation, sets the stage for theoretical

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computation and algorithms. These elements are super important in developing artificial intelligence. Another early prolific thinker in AI is Marvin Minsky. In his view, artificial intelligence encompasses all actions that require human intelligence to be carried out effectively (Margarida Romero, Laurent Heiser, Alexandre Lepage, 2023). In 1956, Marvin Minsky and John McCarthy first used the term artificial intelligence at the Dartmouth Conference, which they co-organised. Some researchers, such as Gardner and Holmes, argue that advances in AI could help us better understand how the human mind works. The roots of artificial intelligence lie in various academic fields. The neurophysiologist Warren McCulloch and the logician Walter Pitts are noteworthy for proposing, in 1943, a neural network model. This text is still often cited in deep learning articles as a foundational text. Although the idea emerged in the 1960s, its meaning has evolved significantly since then, and some algorithms that were once considered part of AI research are no longer so. Between 1960 and 1980, researchers and scientists were highly enthusiastic and ambitious; consequently, the technology did not develop as rapidly as anticipated. The computers were insufficiently robust, and the researchers overestimated the contribution that such an invention could make. We had to wait until the 80s to see any real, serious applications of AI. In 1996, the world chess champion at the time, Kasparov, played against the Deep Blue robot in a rare display of aggressive passivity. It was a significant milestone for artificial intelligence because the robot with intelligence actually won that day (Mohammed Djelti, 2022). In 2016, the DeepMind company developed a computer program called AlphaGo. This algorithm learned to play Go and then, just a few months later, beat the world champion. A game like Go is way more complicated than chess. This is why the science community was so impressed with that accomplishment. Since then, artificial intelligence has become more prevalent, particularly with the release of ChatGPT, an OpenAI tool that enables users to converse with it.

Methodology

In this study we adopt a qualitative, interpretive scoping review methodology which does not entail collecting original data directly from master's students via face-to-face interviews, questionnaires or participant observations. Rather, our investigation relies exclusively on published qualitative data obtained from extant scholarly literature, survey reports and institutional publications capturing the views of both students and teachers regarding the application of artificial intelligence in higher education contexts. The employed methodology suits the investigative aim as well as

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the explanatory nature of the study. This is due to its capacity to explore discussions revolving around whether and how, these tools support learning effectiveness, manage time and influence broader academic habits among those who pursue advanced degrees (master's students). Because researchers continue to produce a plethora of scholarship throughout various fields such as educational research, educational technology and policies, a scoping review was deemed appropriate given the relative novelty, heterogeneity and accelerated development observed within the area of inquiry.

Data Sources and Selection

The corpus revolves around published qualitative findings sourced from a variety of locations like academic journals, books, reports issued by institutions, policy statements and selected types of professionally oriented publications concentrating specifically on artificial intelligence applications in higher-level education environments. These sources were originally sought out using highly specific search terms entered into some of the most frequently utilised academic databases and publishers offering content on educational matters, such as multidisciplinary educational technology periodicals. Additionally, the selection procedure gave priority to sources where at least one aspect mentioned below is expressly dealt with:

i) What AI tool-based actions do higher-education learners perform?

ii) Perceived improvements resulting from AI integration concerning either learning outcomes or scheduling activities

iii) Ethical issues/misgivings and other possible drawbacks arising from AI employment

iv) Training requirements and levels of digital literacy pertinent to AI adoption, respectively.

Overall, this qualitative investigation employed an inductive thematic analysis approach to systematically explore how master's students perceive and experience the impact of different types of AI tools on their organisation and efficiency when using educational resources. The analysis revealed four major thematic clusters, which include (a) types of AI tools applied in higher education; (b) perceived consequences on the way they learn, organise their time and work efficiently at university; (c) limitations, such as lack of proper training, possible dependence on cognition and associated risks, ethics dilemmas and personal data protection matters; (d) expectations regarding

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external support provided by institutions in terms of technology assistance, acquisition of IT skills, incorporation of these technologies within courses. These overarching topics were then subjected to further refinement via multiple comparisons between sources to ensure triangulation, facilitate the compilation of miscellaneous views and maintain continuity with recorded evidence. Given that our inquiry depends solely upon second-hand information, we do not delve deep into live experiences of learners nor establish any communication directly with respondents involved. On the contrary, by incorporating several sources and opinions, researchers could broaden their scope of analysis and compile a well-balanced view encompassing all aspects covered so far. Although based on the aforementioned constraints, our findings may lack certain specifics due to not being able to engage with individuals first hand, the developed approach represents the essential groundwork for conducting initial assessments regarding relevant aspects and establishing a solid foundation for future studies, involving face-to-face conversations or long-term observations, focused particularly on concrete instances of how master's pupils utilise artificial intelligence software in practice.

Stigma: A Shared Responsibility

Teachers play a significant role in how learners with different learning styles are perceived; their influence can be positive or negative. The way they behave and how they teach influences what happens to students in class. Parents play significant roles; they can either make things better or worse for their learners, depending on what they contribute. Their perceptions and the extent to which they help out affect how their learners feel about themselves in terms of confidence. The friends are a big deal, also. Peers can also play a significant role in whether learners are stigmatized. The way learners behave and what they think can change significantly when they are treated well and feel accepted by everyone, both in class and in the community. Stigmatization can make learners feel bad about themselves and erode their confidence. The stigma can also make learning more difficult, as students may feel discouraged or unmotivated and may not even want to try. It can even cause learners to feel excluded, which can exacerbate the situation, both in school and in their behavior. First, it is essential to ensure that teachers, parents, and other learners understand that not everyone learns in the same way and that some individuals require additional support. Moreover, it is crucial to involve everyone and ensure collaboration. There are some inclusive approaches. The idea of valuing everyone and accepting that people are different is important

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to implement. We need to support each learner by providing the support they require. The aim should be to help them succeed as much as possible. Stigma is challenging and can truly harm; at the same time, it can also help learners in many ways.

Impact of AI on Perception, Learning, Accessibility, Diagnosis, and Progress

Importance of algorithmic transparency to build trust

The study sheds light on various perspectives and how people are utilizing artificial intelligence in higher education. It highlights current opportunities while also revealing the problems and the aspirations of those involved. The conversation centers on three main topics: how AI is used and perceived, the relationship among skills, views, and effectiveness, and the significant problems identified. The results show that how AI is used varies depending on the user. College teachers and researchers, who constitute approximately 76.44% of participants, use it most frequently, and many are in the arts and social sciences (approximately 55.32%).

This dominance may be due to the greater frequency with which these fields require natural language processing (NLP), with over 20% of people using it. Things like automatic translation, text analysis, and virtual assistants are super popular. This reflects an important point: that text-processing technologies are central in fields concerned with understanding what is written. The important relationships identified in this study highlight that AI skills significantly affect how people perceive the tools and how well they function. The positive link (0.2920) between perceived learning and perceived skill indicates the importance of adequate technological knowledge for people to accept educational technology. People with experience with technology are more likely to understand what AI can do and to use it to help them teach with great difficulty and with great ease. Additionally, obtaining training in AI appears to be a significant factor in improving skills. The correlation ($r = 0.2001$) between training and skills indicates that providing training content is critical to making AI more accessible to everyone. The results presented here are consistent with those of Collins and Tan (2023). Pointed training makes people feel more confident and better at using the tools, thereby making them easier to access and less intimidating. Get what AI can do and use it to help them teach. The training, though, in AI, turns out to be a key thing for raising skill levels. Moreover, the link (0.2001) between

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training and skills supports the significant role that training plays in expanding AI use to everyone.

Towards a Collaboration Between Literary Narrative and Inclusive Technology

Using Literature to Build Empathy and Guide the Design of Educational Tools

The integration of artificial intelligence into educational settings, particularly in higher education, is a new development that is becoming increasingly important. Artificial intelligence provides a range of tools, from computer-assisted instruction to performance prediction. Even though these tools seem great, how much they are used changes a lot based on where you are and what you are studying. One of the most significant benefits of artificial intelligence in teaching is the ability to tailor instruction to each student. As Luckin (2016) notes, artificial intelligence systems can monitor students' learning in real time to design lessons that fit each student's needs. The tools also help reduce teachers' workload by automating tasks such as grading tests and generating schedules. However, the use of these technologies depends not only on their effectiveness but also on teachers' attitudes toward artificial intelligence. Selwyn (2022) argues that many teachers worry about the reliability of artificial intelligence tools and their potential to influence how they teach. The question of what is fair is also critical: Williamson and Eynon (2023) remind us that the use of computer programs in schools raises concerns about protecting students' information, the clarity of the decisions that artificial intelligence systems make, and whether such systems might be unfair. These tools present an agonizingly comforting presence to some, and we must not just leap before we think.

Synthesis of data from recent research on AI tools in special education

It is important to examine how artificial intelligence is changing education, as this highlights key points shaping the future of schools worldwide. This introduction to our study on the impact of artificial intelligence (AI) on education outlines the key questions we address. Nowadays, with everything being digital, the use of AI in schools is not merely a new technology; it is also fundamentally changing how people learn and teach. The thing is, AI can make learning better and more personalized, which is a valuable opportunity for both students and teachers. The use of AI

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constitutes a minor revolution and is central to education. It features tools such as adaptive learning platforms and learning management systems, and is changing how students acquire and process information. One important fact about AI is that it can process large amounts of information and suggest learning pathways tailored to each student, allowing students to proceed at their own pace. The use of AI in education also raises pertinent questions about whether everyone has a fair opportunity to access these technologies, whether it is morally right to use them, and whether people have sufficient knowledge to use them in an increasingly digital school. Furthermore, the integration of artificial intelligence into education is prompting debates about the role of teachers in a high-tech classroom. The challenges of going digital. It also provokes debate about the balance between machine use and human interaction.

AI in Context

Williams Akims (1999) stated that Artificial Intelligence is a set of technologies and systems. To do jobs that usually need human brains. The idea arises from a range of fields, including computer science, neuroscience, cognition, and linguistics. It is about replicating how we learn, think, and perceive the world. In other words, AI can understand its surroundings. The system then deals with information and makes smart, or what it thinks are wise, choices to fix problems. For a clearer picture, we must examine the types of AI. First, there is “weak” AI, which is not as effective at performing a task. Consider virtual helpers; they are acceptable, but do not really "understand" what is going on. The other type, “strong” AI, can be likened to a human brain. It should be able to perform any complex task independently, from deep thinking to generating new ideas. AI has advanced because computers are more powerful, there is a vast amount of data, and we have complex programs, such as deep learning. These methods enable machines to learn repeatedly, improving without explicit human guidance.

AI Apps in Education

The world of Artificial Intelligence, according to Alfred Dennis (2023), is significantly changing education. It offers various uses that make learning better for both students and teachers. For example, in personalized teaching, adaptive learning systems, such as those developed by Dream Box Learning and Carnegie Learning, can adjust learning paths in real time. They do this based on a student's performance and needs. The technologies use

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sophisticated algorithms to analyze actions and outcomes, enabling particular instruction that accommodates diverse learning styles. In student monitoring and tracking, AI helps collect precise data in real time. This makes providing feedback immediately easier. Predictive analysis tools can identify gaps in students' knowledge, advise on interventions to address them, and inform changes to program requirements. Learning management platforms such as Moodle and Canvas are also incorporating AI features to analyze student results, provide guidance, and predict future performance. In this way, educational support improves, and instructional actions can be guided more effectively.

Creating educational content is another way in which AI is essential. AI tools, such as content-creation platforms and data-collection platforms, help teachers develop resources that adapt to and sustain student engagement. These technologies can examine learning trends and student preferences, enabling the development of teaching materials tailored to these needs and thereby increasing students' interest and openness to learning. Then, teacher training also gets something from AI improvements. AI-based professional development programs, for instance, those from EdTech startups, help integrate digital tools into teaching practice. These plans provide learning cases that students can engage with and simulations. As a result, teachers can develop practical skills in a safe environment, thereby improving their use of educational technology. In short, AI in education goes far beyond traditional teaching and assessment methods. It creates new pathways to learning that expand access and create more job opportunities.

Personalized Learning

Faisal Clement did write that in 2024, you know. It was about the transformation of artificial intelligence. Artificial intelligence (A.I.) is transforming how we teach. The old ways are going away, especially when it comes to personalizing learning. This entails changing how people learn to accommodate each student's needs. This works because of tricky computer programs. They can examine extensive information about how students behave and perform in school. The programs use test scores, students' preferred learning content, and learning rates. The systems provide guidance tailored to each student, enabling them to learn at their own pace. Learning platforms such as Khan Academy and Duolingo are effective. They use computers to learn and adapt lessons based on students' performance. If a student is having difficulty with math, the program will provide them with

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additional practice in that subject while they continue working on other tasks. This approach to personalizing instruction not only increases students' interest but also improves their understanding of the material. Additionally, personalized instruction facilitates the identification of students' strengths and areas of struggle. This helps teachers innovatively. The data helps teachers learn many things, providing helpful information about how students learn, how they study, and what they need emotionally. This analysis not only improves instruction but also makes more effective use of class time, enabling meaningful exchanges between teachers and students.

Learning assessment and follow-up

Faisal Clement (2024). The transformation of artificial intelligence. Assessing students and following up with them are essential components of education, and incorporating artificial intelligence (AI) into these processes affects how well learners perform in school, as measured. The old ways of assessing how learners are doing, which are rigid and everyone gets the same thing, have difficulty recognizing that everyone learns in their own way. However, AI can provide an insightful way of carrying out tasks. By analyzing incoming data with AI, these tools can provide valuable insights into learner performance and quickly identify where they need more help. AI facilitates individualized monitoring by adapting tests to each student. For example, in advanced mathematics, AI can design tests that adapt to learners' responses, making the approach challenging. It must ensure that the tests are sufficiently difficult yet not overly complex, and it should assess not only what they know but also how they apply their knowledge. Additionally, integrating AI into schools can help identify when learners may begin to experience learning difficulties.

Identifying these problems early allows us to address them and helps each student receive the support they need. Technology is also improving information retrieval, enabling teachers to monitor student activities within groups. Decisions about how to teach can be informed by numbers and words, not just by what people think is happening. When it comes to improving the programs, these tests provide feedback that can significantly enhance them, given that everyone learns differently.

Creating educational content

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Martins Ajebola (2025) opines that the application of intelligent machines in schools transforms educational practices. It provides additional opportunities to improve learning. AI not only helps us review student information but also supports the development of lessons tailored to different skill levels and learning styles. In this case, intelligent machine systems use everyday mathematics and understand how we talk to create a range of educational tools, such as ebooks, fun quizzes, and games where you feel like you are really there. The idea of using intelligent machines to help create school content relies on big data and predictions about future outcomes. That helps us make learning tools that can change as students need them. For example, innovative machine tools can identify what a student does not know well and recommend watching videos or engaging in targeted activities to improve those areas. The way we change the lessons is important. It can also incorporate game content to make learning more engaging and motivating. AI also facilitates collaboration and content sharing by making learning groups easier to form. When teachers use online learning platforms, they can easily create and share lessons and use innovative tools to develop more effective ones. This collaborative system allows us to continually update the lessons, ensuring they remain useful as the world changes rapidly and new skills are required.

Teacher Training

Anjugu Taimako (2025) further states that teacher training is essential for the effective implementation of AI in schools. The rise of innovative technologies is not merely about improving learning content but also about fundamentally changing how we teach and learn. For teachers to use these new technologies effectively, adequate training is essential. This will enable them to navigate a technologically dynamic world. Teacher training should help them develop their technological skills and understand what AI entails. This means becoming accustomed to learning programs that adapt to each student's needs and grading systems that provide effective feedback. It is also essential that the training address what is right and wrong in the use of data and how to keep it secure, so that we use technology responsibly. In terms of how we teachers will learn, the plan is to make training programs with AI and teaching experts. These programs should consider teachers' experience and provide pathways that align with each teacher's needs. Also, we need to focus on learning by doing. New teachers can practice AI tools in simulated contexts, helping them learn to use them effectively in their own teaching. Teacher training must be revised to incorporate new technologies and a

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culture of innovation in teaching, ensuring that education for tomorrow is both valuable and attuned to the problems of the 21st century.

Research Contributions

AI in education can help identify the most effective learning content, which can then be tailored to each student's knowledge and needs. This makes learning more effective. Moreover, AI can handle repetitive administrative tasks. The result is that students and teachers get more time to engage with the significant content. (Cheng et al., 2023). While these AI tools appear promising for school, it is important to consider other content to determine whether they actually help master's students. Master's students often juggle their personal lives, work, and school simultaneously. So, they are usually swamped and stressed. There are not many studies on this yet because it is all pretty new. The downside is that people are concerned about becoming overly dependent on technology and losing interest in learning. This is what people complain about the most (Wang et al., 2024). In addition to these problems, there are ethical concerns, such as how data is handled, whether privacy is protected, whether everyone has a fair opportunity to use the technology, and whether people might become addicted. Ensuring that we understand how data is stored and how AI works is key, as is verifying that it is not biased. It is important to consider all this content that affects people using AI, so we can determine what is really good and bad about it. (Abchiche-Mimouni & Zehraoui, 2022). Master's students often seek coursework they can apply in later internships or jobs. In most universities worldwide, students receive basic instruction in using Office applications such as PowerPoint and Excel. Maybe soon there will be courses all about using AI. The courses could show them different AI tools and teach them how to write "Prompts," which means learning how to ask AI to do things. The point is, a poorly written "Prompt" can get you an answer that's totally off, or you might have to ask another question, which wastes time for students.

There are various aspects of AI, such as the work by Benhamou and Janin (2018), which examines how AI is entering the workplace and what that means for the skills required. Finley (2023) explores how ChatGPT can save teachers' time by automating specific administrative and instructional tasks. Subsequently, Alexandre et al. (2023) examined the use of AI in education to support teachers' initial training and ongoing professional development. Crompton and Burke (2023) discuss the current state of AI in higher

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education, while Wang et al. (2024) critically reviewed its use in education. These studies provide a solid foundation for how AI is changing learning and student performance, putting our research in a relevant and current context. Their studies provided a helpful framework.

Conclusion

This study examined how artificial intelligence (AI) tools are used, how people perceive them, and their implications for higher education. The primary focus was on how these tools affect master's degree students' time management, learning effectiveness, and school experience. The results show that a variety of tools are being used, including adaptive learning platforms and apps that support automatic grading or schedule planning. The results also indicate that students are increasingly interested in these technologies because they perceive them as means of saving time, obtaining support, and achieving independence. The qualitative analysis we conducted, however, identifies significant concerns. While AI makes some tasks easier and enables more personalized learning paths, it raises concerns about becoming overly reliant on technology, making schoolwork appear the same, undermining critical thinking skills, and failing to understand how it works. The better someone knows how to use the tools, the more effective and responsible they appear, which is why it is important to teach both students and teachers to use them wisely. The study also shows that it is important to consider carefully how to integrate AI into teaching, not merely its technical performance. AI should not be seen as a panacea but rather as an add-on, and it should be part of a transparent, fair, and educational plan. That is the only way it can meaningfully improve learning without compromising its human, critical, and thoughtful dimensions.

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